

Chapter 3.4

EDUCATION

TEST YOUR AWARENESS

How fitting to start this chapter on education with a test. It is a fairly straightforward question. Tell me which country I am describing? —your choices are Nazi Germany and the United States.

This country backs their schools with their police. Their textbooks are updated and rewritten. Teachers are required to join a national league. Teachers are required to report parents and other non-school violations. The emphasis is more on ideology than academics. There are declining test scores. The training of teachers is vested in the state where such universities indoctrinate the state's philosophy to the future teachers. Morals were declining. There were new freedoms. Immorality was heralded in the schools. The textbooks were full of falsehoods. Parents refusing to participate in the compulsory education were jailed or killed. Teachers began giving blind support to the state.

With what I know, I would have to say it describes both Nazi Germany and the United States. How did you answer?

Changes are coming one after another, they come gradual enough that unless people pull themselves out of their own context and get a broader look, people may inaccurately evaluate themselves.

THE MASONS & KLAN SURPRISE OREGON

Early one June morning in 1922, Ku Klux Klansmen and Freemasons made their way quietly to public areas throughout Oregon.

At 8 a.m. sharp they began quickly to gather signatures from citizens for a "Compulsary Education Bill" that they told signers would make public school education compulsory for all "children between the ages of eight and sixteen years."¹

Many of the signatories would later feel they had been deceived by the men carrying out this surprise campaign.² Of the 50,000 signatories that the Masons would boast they had collected by the end of the day, only 29,000 signatures were actually collected, and 13,000 of those were rejected as illegal or duplications. That left 16,000, yet, only 13,000 were needed to place it on the Oregon ballot.³

The Bill was a well-thought out campaign by the Scottish Rite Lodge's leadership to bring education under the control of the state. They had obtained petition sheets, and quietly passed these out to lodges around Oregon, and to sympathetic fraternal organizations such as the K.K.K. The co-author of the Bill was the Knights of the K.K.K.'s leader.⁴ Most of the paid advertising in the state was over the signature of "P.S. Malcom, 33°, inspector-general in Oregon, Ancient & Accepted Scottish Rite."

PAROCIAL SCHOOLS

Originally, Christian churches had started the schools in early Oregon. Church run schools were still in abundance in 1922, and flourished beside the public schools. The language of the Bill was subtly worded to begin a process to eliminate the role of the church in education.

As there was already a compulsory school law the public advertisements (almost all public ads were paid for by the Masonic Lodges) were misleading. People initially were led to believe the

bill was only about making children attend public school. Once the public got an honest chance they saw it for what it was.

The Oregon Voter said, "It is as an admendment to the Compulsary Education Law that this initiative bill comes before the public, although it is aimed at Catholic parochial schools and includes all denominational and private schools in its sweeping abolition." (The Oregon Voter, Portland, Or., July 15, 1922, p.8)

The Masons made this appealing pitch, "Our children must not under any pretext...be divided into antagonistic groups, there to absorb the narrow views of life as they are taught." Supposedly, parochial schools create a citizenship of "cliques, cults, and factions."⁵ Strange, Christians are berated at one moment for wanting everyone to believe the same and are portrayed as obviously at odds with our wonderful diverse cultural heritage, yet at other times they are berated for being devisive.

Oh for consistency. Another Masonic ploy was to wave the flag. They pretended that they wanted the bill to pass to promote Americanism. P.S. Malcolm, 33°, who led the campaign said, "The establishment of high standards of education in our public schools, the teaching of American principles and ideals, and the compulsory public school attendance in the primary grades, is a nationwide Masonic movement."⁶

In one ad, Malcom urges voters to vote for the Bill in the interest of "One Flag—One School—One Language."⁷

Although the call to American Patriotism worked, it was a deception on the part of the higher Masonic leadership—who had for many years promoted the elimination of all nationalism.⁸

Even while waving the flag to insure passage of this Bill, they were working hard to destroy all forms of Nationalism and to strengthen the League of Nations.

On Oct. 26, 1922 the readers of the News of Springfield, OR (along with other newspaper reader across Oregon) read a masonic paid ad in favor of the Bill which said, "At present, while the private schools are few and small, is the time to make the change proposed by the public school bill."

"The Ladies of the Invisible Empire" (the female branch of the K.K.K.) campaigned to get women voters, many who had not voted before to vote for the bill.⁹

The origins of the Bill were the Scottish Rite and that was openly admitted. The reason for selecting Oregon for the campaign, was stated by the Mason Robert F. Smith, It is not that there is any immediate and particular danger here. But in the East the number of foreign born and

indifferent people is so overwhelming that such a bill as this one could never be put through. In accordance with the wishes of the supreme council of the Scottish Rite, therefore, we are beginning in Oregon, to set an example for the rest of the country.¹⁰

This Author would add that it certainly didn't hurt the Masonic campaign that Oregon has been under strong Masonic control since its inception. Almost all of the Oregon governors have been Freemasons¹¹, and a large portion of the rest of the governing elements too. A large portion of Oregon's political power has always recided in the Masonic Lodge.¹² One Oregon Masonic Senator revealed that if he wanted to be elected to governor the Mafia was capable of getting him elected. When he rejected the Mafia's help, he lost.¹³ The Mafia and the Masonic Lodge have worked together in numerous instances.

When the Mason Oregon Senator Mark Hatfield wanted his daughter into Med school, a special admission rule happened to be passed to allow his daughter into the Oregon Health Sciences University. Two men on the admissions committee resigned in protest. The Oregonian didn't print their article on the scandal, until after Hatfield's reelection campaign succeeded.¹⁴ The Senator reportedly said, "I did not want her to receive any special consideration."¹⁵

The power that would be involved for anyone to pass a special Med school admissions policy is not near as alarming as the power it would take for anyone to squelch a scandal for over a year until an election was over.

William F. Woodward, a Mason and a long-time school board member, in a talk entitled "Our public schools as a Masonic objective." given to the Unity and Mt. Hood Lodges (Feb. 24, 1936) reported that, "It may interest you, my Brothers, to know that in this District over forty-three per cent of teachers, supervisors and principals are members of our Masonic Body." "Now having thrust the Bible from our public schools as a textbook we must depend upon untaught, though accepted, principles of conduct resting largely upon home influence and training, too often in these chaotic days, lacking..." "This must not be a Protestant, Jewish, Roman Catholic, Seven-Day Adventist, or any other particular type of religious nation."

Woodward was correct that the home training is not what it should be, and since the Masons have kicked the Bible and its values out of the schools, what has happened? Woodward's desire that this not be any particular type of religious nation has been strongly promoted.

The Scottish Rite clearly state their position, "Our constitutions and statutes permit, and indeed guarantee, the broadest range to religious liberty, both to the religious and the irreligious...we take great pride in them."¹⁶ But the Scottish Rite felt that the early constitutions were too religious, and didn't assure total equality of religions.¹⁷ The Scottish Rite led the battle to prohibit any public aid to sectarian schools, such as free textbooks, or public paid transportation to parochial school pupils. They worked hard to eliminate the Bible, prayer, singing hymns, and release time programs by public schools for religious education. The obvious intent was to eliminate parochial schools, by making the competition between public and private schools unequal. Those who disagree with the values taught in the public schools are forced to support them. Why were the Masons so intent on the destruction of parochial school? The intent of the Constitution was to protect against any religion becoming the state, not the elimination of religious instruction.

AN EXAMPLE OF MASONIC ATTITUDES

A book written by 32° Mason Emmet McLoughlin *Crime and Immorality in the Catholic Church* was given a favorable review in the official magazine of the Scottish Rite *The New Age Magazine*. The Arch-Mason N.S. Meese states, "Children attending only parochial schools grow to maturity spiritually stunted and morally illiterate and are prone to become neurotic, emotionally unbalanced, and troubled with anxiety and frustration."^{17a}

MASONIC CONTROL OVER THE PUBLIC SCHOOLS

Using Oregon as an example, just as this chapter has done earlier, it can be pointed out that the Masonic talk boasting of their control over education is not to be dismissed lightly. The president of the Or. State Teachers Association is Tom Powers, Jr. a 32 degree Mason. A Masonic flier for the public, shows Matthew Prophet the Superintendent of Portland Public Schools working with a group of four Masons. A man's advisors can have a great influence.

BROTHERHOOD AT WORK

Freemasonry has been characterized as a fraternity devoted to high ideals and admirable benevolence. Community service and charitable work are, in fact, principal Masonic activities.

Easily the best-known is the world's largest single charitable institution, the *Shriners Hospitals for Crippled Children* and *Burns Institutes*, which are located throughout Canada, the U.S., and Mexico.

Other Masonic bodies support their own statewide and national foundations for research, teaching, and treatment or rehabilitation services for children

with learning or speech disorders, cancer, visual problems, and need of dental restoration.

Masons everywhere assist distressed brother Masons and their families. They also sponsor or support local projects ranging from the recognition of the achievements of others to scholarship programs. Masons serve as community volunteers and quietly extend help for countless thousands—from providing a child with shoes to assisting the handicapped.

Altogether, the budgets for these community services exceed *two million dollars* per day, which Masons support without regard to the Masonic affiliation of their recipients. With this spirit of working together to serve mankind, brotherhood works well, indeed.

Race day at the Shriners Hospital for Crippled Children.



Shown here with the superintendent of a major public school system, Masons regularly work with community leaders.



drives are constantly in motion to bridge, in the name of education, the complete division of religion and civil authority which our forefathers made. One is to introduce religious education and observance into the public schools. The other to obtain public funds for the aid and support of various private schools."

An eminent educator has said "...the comprehensive high schools deserve the enthusiastic support of the American taxpayer. The greater the proportion of our youth who fail to attend our public schools and who receive their education elsewhere, the greater the threat to our democratic unity. To use taxpayers' money to assist private schools is to suggest that American society use its own hands to destroy itself."

"It is what The Supreme Council long ago warned against when it announced fundamental Scottish Rite policy as follows: 'The entire separation of Church and State, and opposition to every attempt to appropriate public moneys—Federal, state, or local—directly or indirectly, for the support of sectarian or private institutions.'"

Article I of the Bill of Rights stipulates that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof" which has been interpreted by the Courts as a mandate for the separation of Church and State.

"The public is bombarded frequently by promotional material on behalf of sectarian schools. These seek continually to play upon the American's sense of tolerance and his desire to avoid a fight with his friends. Threats of reprisal or of boycott are common. More often than not those antics succeed for want of an answer or for default of an open forum. But if, instead of, ostrich-like, closing our eyes to the dangers, we would express and expose the differences between public and sectarian schools, the public would not be misled by false tolerance.

"For example, let us make known:

(A) The divisive impact of a sectarian school, segregating children along sectarian lines, instead of using public schools as an American melting pot for a unified and enlightened citizenry;

(B) The prime purpose of a sectarian school being to fasten its particular faith upon the children attending its school;

(C) The lack of public control over sectarian schools, their teachers, school books, and what is taught, instead of the control of public schools at local levels which assures the inculcation of Americanism;

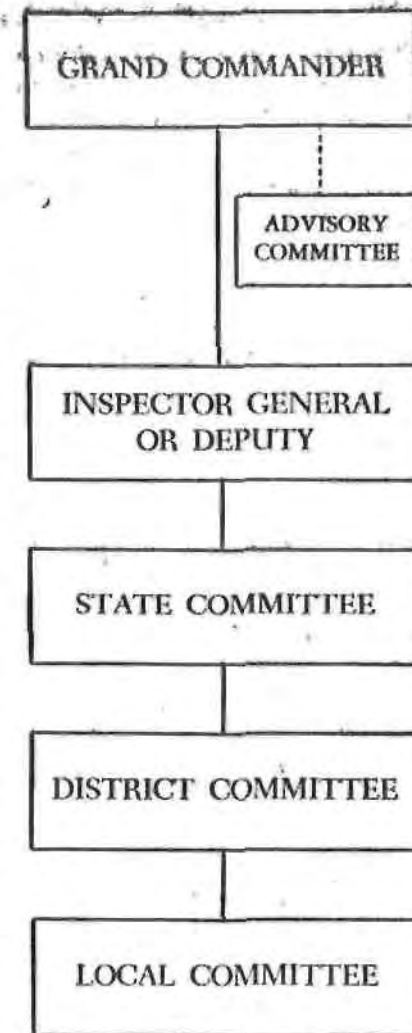
(D) The insatiable appetite of some of those who conduct sectarian schools for expansion at public expense, hoping thereby to make their sect a superstate and their re-

quire a monopoly, but all the while refusing to reveal financial resources; (E) The competitive attacks by sectarian schools, openly and by sly infiltration, with a consequent belittling, downgrading, and criticism of public schools, so that in some sections our public schools already have become second-rate.

"We fully realize that what we have said is in defiance of the threats, the lightnings, and the reprisals of those who have sought to stifle discussion of those differences—wide as a gulf—that separate sectarian and public schools."

The report of the Committee on Education was carried in the December 1959 issue of The New Age Magazine. Reprints are available to all who send a request to The Supreme Council, 1733 16th St., N.W., Washington 9, D.C.

PUBLIC SCHOOL COMMITTEES ARE IMPORTANT—It has been found through experience that state public school committees made up of leading citizens and sponsored by the Scottish Rite, have been important in advancing the interest of public education. Our Scottish Rite Committees should sponsor and work closely with district and local committees throughout the Orient. The chart which follows suggests an arrangement conducive to prompt and effective action.



ADVISORY COMMITTEE ON EDUCATION TO THE SOVEREIGN GRAND COMMANDER—In order to secure the best administrative methods to accomplish the purpose of the Scot

The 33rd degree Freemason Williard E. Givens was the Executive Secretary of the National Education Association (NEA) for 17 years. When he resigned he took over the prestigious Education Program of the Supreme Council of the Scottish Rite.¹⁸

What has the Masonic control and influence brought our public schools? Under the disguise of the elimination of religion, they have revived the Mystery religions within our schools. The textbooks are being written to promote controllable slaves, who have a global view and a syncretic secular or gnostic New Age outlook.

Is this last paragraph an overstatement? Not in the least. Much that is going on in the classrooms, seems to be hidden or not noticed by the parents. The North American Montessori Teachers Association (NAMTA) recognizes reincarnation. Maria Montessori the founder of the Montessori system had ties to the Theosophical Society. One of the big leaders of the Montessori system is Elizabeth Clare Prophet. Church Universal & Triumphant runs Montessori schools for all ages of children. The Montessori curriculum is New Age.

The ideas of Hegel and John Dewey, ideas that the Illuminati have long promoted have been made the purpose of education. Hegel believed that people exist for the State, "The State is the absolute reality and the individual himself has objective existence, truth and morality only in his capacity as a member of the state." John Dewey, the father of our educational system, echoed this, and it is being echoed repeatedly by educators around the country. (John Dewey was by the way an original signer of the Humanist Manifesto in 1933, this idea man is his own god. He is officially on the record as anti-Christian. The Humanist Manifesto I of 1933 states that a new religion must be created, and the Manifesto describes a picture of their desired New Age religion that is "synthesizing", and for "the complete realization of human personality", etc.)

At this point I will quote two items that Sutton calls to our attention in America's Secret Establishment, that are echos of Hegel and John Dewey.

"It is now time for a new vision of ourselves, of man, of human nature and of human potential, and a new theory of politics and institutions premised upon that vision. What is that vision of Man? that the natural, whole, organismic human being is loving...that man's basic thrust is towards community." —Assemblyman John Vasconcellos of California, Chairman of the Joint Committee on the Master Plan for Higher Education and the Education Goals Committee for the Calif. State Assembly.¹⁹

"We are committed to the idea of Education for Global Community. You are invited to help turn the commitment into action and mobilizing world education for development of a world community."—National Education Association.²⁰

The NEA is the largest professional organization in the US,²¹ and their leadership has repeatedly gone on record in favor of the goals of the One-World-State. "It is with...sobering awareness that we about to change the course of American education for the twenty-first century by embracing the ideals of global community, the equality and interdependence of all peoples and nations, and education as a tool to bring about world peace."²² The book Educational Futures: Sourcebook I states children are to receive through education "a whole variety of known quantum jumps of an evolutionary/ revolutionary nature."²³

An example of a book advocating the New Order view is Educating for a New Millennium by Harold G. Shane.

Interestingly, the present Secretary of Education Lamar Alexander wants to create public schools under the auspices of the occultic International Financiers through their international corporations which plan to dominate the world. In discussing this he was asked, "Would that school—or a school run by Xerox—be accountable to the public?" "Yes, because that school

would still be public in nature. It would have to meet the same high standards, and it would be accountable to some public institution. It would be good to experiment with something like that."²⁴

Masonic educators are speaking to church groups calming their fears about religion not being allowed in the schools. They scare the gullible Christians, "If we allow Christianity to be taught, then the Satanists will demand the right to teach Satanism."²⁵ Personally, this Author would take his chance on that.

As it is, Satanism and the New Age are being taught in the schools, and New Age recruiters are using the schools as recruiting centers. This is not conjecture, ex-New Agers have revealed this systematic recruiting program is going on in the schools. And the New Order's plans are to introduce Bush's educational program—Globalism 2000, which books will be overtly New Age, and so blatantly anti-Christian that the students will be asked to denounce Christianity. Bush who borrowed Alice Bailey's "thousand points of light" expression, uses her material as part of the Globalism 2000 curriculum. It is no coincidence, that Bush the self-proclaimed "education" President, and admirer of Bailey, emphasises education. Alice Bailey in *Externalization of the Hierarchy*, (p.61) declares, "The most spiritual use now to be found in the world is the application of money to the purposes of education." Why does education have such an overriding spiritual context? Because they are teaching the New Order's Spiritual systems of Gnosticism, Humanism, and the New Age in the school systems, and have been for much longer than people realize.

The United States now has witches writing our curriculums. Although the same people who are secretly involved in ritual human sacrifice are being called upon by our government to fashion the new curriculums, the public is unaware of this.

Their approach to sin (evil) is shown in a Bill Moyer's television special in late 1988 on the subject of evil. An array of men weighted down with the big credentials of academia paraded their intellectual thoughts on Moyer's special. The Biblical answer to sin, a tried and tested method that has worked millions of times wasn't discussed. Their talk boiled down to Mankind will overcome this problem with education. As these "experts" aren't aware of what sin is (according to the Lord of the Universe), it's not likely such men are ever going to solve the problem for us. Nor will the planned police state.

In a new guide book that teachers are already being asked to read, *Anti-Bias Curriculum Tools for EMPOWERING Young Children*, two pages are spent teaching the Educators how to dispel the image that witches are evil. According to the book, the idea that witches are evil is "so offensive, especially to many women." The teacher is instructed to say, "What I know is that the real women we call witches weren't bad. They really helped people." The teacher is encouraged to teach halloween chants, to bring in books on witches and healers, etc.²⁶

If we look at just one public school in Oregon, we can see what has happened under Masonic direction. This school has replaced Christmas events and a Christmas party with a Winter Solstice Festival complete with Wizzards, witches, Druids, etc. The teachers in an all-teacher's conference gather in Mandalas (the form of a Witch's coven) and for such a meeting draw Mandalas (a form of Buddhist prayer). The Hindu third eye is taught in the class "Math and the Mind's Eye" —Course I & II, and in other classes as well. Christian ideas about marriage are obviously outdated, as teachers promote living together unmarried to the students, and other ideas of sexual promiscuity. The following holidays are to be special events- The Russian Revolution's May Day, the Independence Day of Red China, Buddha's birthday, Mohammad's birthday, and

several Jewish religious holidays like Yom Kippur. What is blatantly missing in this public school is anything about Christ or Christian holidays, such as Christmas.

When one reads the new instructions to teachers, the Anti-Bias Curriculum, there is a noticeable absent item, that is any concern about bias against Christianity. Devout Christians no matter what label they carry are in short supply, and are one of the most persecuted ravaged groups. Many sincere believers in Jesus Christ, must suffer indignities from the hands of those who only pretend to be Christians. It seems to me to be very biased to remove Christmas celebrations and replace them with Druids and Witches, such as has been done in the school referred to in the proceeding paragraph. This author is aware of other reported events in schools across this country which displayed the same hate for Christianity and esteem for the pagan mystery religions, and its all done under the disguise of religious freedom. This is actually according to the NEA's plans.

Samuel Blumenfeld's book NEA: Trojan Horse In American Education does a full blown expose on how the NEA has planned to create illiteracy along with the Socialist One-World-Nation they are helping establish. Another of his books exposes how the private schools were functioning fine in America before public schools began to predominate, and how they were supplanted by the actions of those opposed to God with the purpose of destroying religious values.

Another example, students being expelled for talking on their own time about after school Bible Studies, while their particular school had Satanic posters in the library. Incredible, yes but true. You will not find the Masons running campaigns against Satanism and the Mystery Religions entering our schools, like they did against Christianity. When Christians have called the ACLU to get support for legal action against the introduction of the religion of Satanism into their School system, the ACLU was not in the least interested. The mask has come off, the leaders of the Masons and the ACLU are not interested in religious freedom, they have been interested in the systematic destruction of Christianity, and its prostitution to serve their goals toward a One-World-State.

In the gifted school program, the classes being given for our most gifted children, they are introducing them to the mystery religions on school time by what they call "Phantasy Games Class." In American PE classes they have the children chanting mantras (a form of Hindu prayer.)²⁷

Many of the modern educational ideas within such a school are not even be realized by the general public as occultic. People get very defensive when one explains that psychology, which is considered a science, is but based on the occultic direction that Freud and Jung gave. Jung is openly recognized by occultists like the Rosicrucians as having been an illumined mind.²⁸ Freud was a drug addict. Jung got his information from a "spirit guide." (What Christians call a demon.) Jung was into mandalas. Jung wrote a foreword to the book The I Ching. Jung was into astrology. He wrote a commentary on The Tibetan Book of the Dead. He says that "to it I owe not only many stimulating ideas and discoveries but also many fundamental insights."²⁹ This great Jewish mystic Jung, an associate of Freud, gave us much of the foundation of modern psychology. Leaders of the religion of psychology such as Maslow, Rogers, and Fromm all took their "trip East" into occultism.³⁰

Those who are associated with the Theosophical Society, for instance, would be aware of Jung occultic connections, because the Society's catalog of Quest books advertises Jung and the Lost Gospels, Jungian Synchronicity in Astrological Signs and Ages, and Gnostic Jung and the Seven Sermons of the Dead.

TODAY'S EDUCATION

NATIONAL EDUCATION ASSOCIATION 1985-86

TOWARD
EXCELLENCE

A SPECIAL ISSUE OF NEA TODAY

IT IS NO ACCIDENT THAT THE N.E.A.'S MAGAZINE HAS THE UP-SIDE DOWN SATANIC PENTAGRAM ON THEIR COVER. THE LEADERSHIP OF THE N.E.A. IS INTO WITCHCRAFT AND HAS PAID JANET JONES IN THE NEIGHBORHOOD OF \$10,000 TO INVESTIGATE CHRISTIANITY FOR THE PURPOSE OF DESTROYING IT.

Worse yet, Psychology and Psychiatry have repeatedly proved to be of little value, if they were tested like drugs for Food & Drug Administration approval, they would be banned. This is not my opinion alone, but rather many psychologists are aware of failure of psychology.³¹

Ancient Empires of the New Age gives the following good chart that compares the religion of Psychology to the religion of the New Age.³² It is not by accident that the two are very close.

NEW AGE

PSYCHOLOGY

THOU ART GOD.

THOU ART GOOD.

YOU MUST REALIZE
THAT YOU ARE GOD.

YOU MUST REALIZE
THAT YOU ARE GOOD.

WHEN YOU KNOW YOU
ARE GOD, THEN YOU
WILL BE GOD.

WHEN YOU KNOW YOU
ARE GOOD, THEN YOU
WILL BE GOOD.

IN THE PROPER ENVI-
RONMENT, YOUR INNER
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THE NEW WORLD ORDER'S PUBLIC EDUCATION

A prominent figure in the creation of the public school system (and its secular ways) was the Mason DeWitt Clinton (1769-1828) of NY. Some consider him the father of the system. In began to establish the system while he was mayor of New York after 1802. Another pioneer in the idea of public education was Horace Mann, a Unitarian in Mass., and also possibly a Mason, in 1837. Up to that time education had been private, with parents sending their children to the parochial or private school of their choice. Mann had the school books rewritten to exclude all references to God or the Bible.

Consequently, valuable cultural knowledge has been never been taught in the public schools, so that students could understand much of the religious thought the underlies so much of Western History. Further, the first three great spiritual awakenings which pored over this nation with such profound effect are not even mentioned, even though their historical impact should not be ignored. The first spiritual awakening led to the founding of six of the nine colonial colleges. The third prior to the Amer. Civil War was part of a profound new revival that led people to realize the institution of slavery was evil.

"PUBLIC" SCHOOLS DID MORE THAN JUST ELIMINATING CHRISTIANITY

The people who gave us "public" education did more than just eliminate Christianity from the curriculum. They set out to give us their sanitized version of history. History was rewritten in order to hide incidents that would expose their long standing conspiracy to rule not just the United States, but the world. The profound Masonic influence on "public" education can't readily be seen, because they are a secretive organization.

This Author would like to have the space and time here to expose how public education and our history have long been under the One-World-Power, but it simply is beyond the scope of this book. Others, like Antony Sutton, have laid some groundwork in understanding their control. In his blockbuster *America's Secret Establishment*, he has an excellent chapter on how the Order has influenced education.

They established the American Historical Association. Rockefeller has pumped millions of dollars into a an ongoing campaign to keep the history books written as they want them to be. The Rockefeller Foundation admits in their Annual Report, 1946, p.188, that they are subsidizing corps of historians to prevent anyone from rewriting history.

Under the supervision of Mason administrators, and others that cooperate with the New World Order, the New Age movement has done considerable indoctrination already in the public schools. The author knows first hand details on this.

Perhaps one of the most important cover-ups is of their total control of our governmental functions. In order to do this, they have shamelessly rewritten the history books. They have not had to destroy documentation, the American public are so sheep-like that the evidence exposing their historical perversions lay just beneath the surface for anyone to discover.

Hold onto your chair. You are going to read items that may make you very angry. Your anger may be directed at this Author for attacking some of the myths of history that you will not comfortably want to discard. Many Christians will become embittered because they want to believe in such myths as George Washington was a great Christian. They need to understand that these myths are perpetuated by the system to cover what has historically happened. For instance, many almanacs and history books record Nixon as a Quaker. What a distortion of the truth. These smokescreens effectively hide from the Public's view the enormous centralized power of the New Order. Their power is such that the results of major elections are preordained. Every four years an expensive ritualistic fraud is perpetrated on the American public, as the people fool themselves that they select and self-govern themselves. At this point, this Author won't prove that item to you, it is a statement of fact, but you can disbelieve it if you want. What this Author would like to do is to go back to the start of this nation. Let's go back to the beginning so to speak.

It is important to distort U.S. history from the very beginning, because from there most of us take off on the wrong track. This Author is going to ask the reader to check out these items about the Amer. Revolution for himself. Good American historians know the truth of what I am writing you, the information just never filters down to the common person. (Likewise, Masonic historians know of the Masonic involvement in history. They brag about their involvement to themselves, but the information doesn't filter down to the common person.)

This Author wishes he had a dollar for everytime he had seen a cartoon, or sitcom, or other media show that represents the Boston Tea Party as an attack against high taxes.

The Boston Tea Party is a favorite of their distortions. The Boston Tea Party is believed by most Americans to have been an act of defiance against a high Tea Tax. Actually, the Tea Tax Act had cut taxes in half. So why would the colonials become angry at a law that reduced taxes in half? The Masons who planned the Boston Tea Party in a Masonic Lodge were smuggling illegal tea. The reduced tax on legitimate tea (making legal tea more competitively priced) would cut into their profits of their illegal smuggling operation. Many, but not all of the men dressed as Indians, in the Boston Tea Party were Masons. It was greed and lack of respect for the law that motivated their criminal act.

To quote one history book, "Colonial trade would be controlled more strictly than ever before. British soldiers would be stationed in great numbers and live among the colonists. New taxes would draw money from the colonies to the mother country."

What a great distortion of history. It sounds like the poor Americans were being made to pay for their own oppression, and to surrender their homes to the British Army. It is difficult to learn from our history books, that the real reason the British Army came was to protect the frontier after Pontiac's rebellion. The British people were already paying higher taxes than the Americans and were having to bear most of the cost of defending the American colonies. The colonists were given the chance to propose alternatives before the taxes were passed, but they did not have any other solutions.

One textbook states, "Franklin and other agents from other colonies tried to persuade Grenville not to have the Stamp Act passed." Actually, these representatives of the colonies were as surprised as the British government by the negative American reaction. It served an excellent purpose to allow what appeared to be an innocent law to pass. The negative reaction was part of an orchestrated secret effort by the Masons in both England and America to create an atmosphere of tension. They were working hard to get others involved.

The British did ask that Americans (remember Americans then were British citizens) to house British troops. That was a practice that all of the entire British empire had to cooperate with. The conditions in those days, not only encouraged it, but almost demanded it. They did not have nail guns, and prefab military barracks in those days. With the housing and building situation in the colonies it was obviously the best solution, and most colonists did not object. (Actually, most British troops prior to the Revolution went to the British West Indies. During the Amer. Revolution the British kept a large military presence there against Spain and France, including large Naval forces because the West Indies were to many British strategists more valuable to protect.)

But isn't this making it sound like there wasn't any reason for a revolution? Wait, we're not finished yet.

Before we look at why the Revolution happened, imagine what would have happened if it hadn't—the United States would be like the American colonies that didn't revolt—like Canada and the Bahamas. We might even be like Great Britain. If one examines the same textbooks that portray the British as villains in the Revolutionary War, when these textbooks get to W.W. I and II, they portray Great Britain as a great democracy. We entered those wars, we were told, to save democracy. If Canada and Britain can be heralded as such great democracies now, and have the same government system as they did back then, why did we need a revolution for "Freedom"? The truth is we didn't. We needed a revolution for "independence", but not for freedom.

For instance, King George (whose character is grossly misdrawn in Amer. history books) righteously created a Proclamation line to protect the Indians from the encroachment of the frontiersmen. Many white men did not know how to respect treaties with the Indians. The primary reason the frontiersmen were in favor of the revolution was so they could steal the Indian's land. Again if the history books mention this, they often twist the facts ever so slightly to create a false impression. They make it seem like the Proclamation was irreversible.

The Proclamation of 1763 was an excellent way to quell Indian trouble on the border. However, the textbooks falsely portray it as an irreversible act. It could repeatedly come up for reconsideration in 5 to 7 year periods. Scholars have trashed the propaganda image of King George as a tyrant, although the textbooks haven't. If people want a tyrant King George, they have one in George Bush. The American King George has promoted drug smuggling through the

CIA, etc. so that he can wage a trumped up war against drugs as a cover to take away our liberties, in step with the New World Order's plans.

Some textbooks try to portray the British as evil because they used the Indians as allies. Now why did the Indians want to fight for the King? Could it be he treated them better than the rough land hungry frontiersmen? Historians gloss over American colonial attempts to coax the Indians to fight on their side.

The Revolutionary War's causes were complex. However, the American textbooks purposely distort the facts. Events are rarely described in the context that they occurred in. For instance, the events of the Revolutionary War occurred in colonies that had had rules and regulations like the ones supposedly rebelled against for centuries (ever since their foundings). Britain was trying to govern a world empire, and did not single out the Americans for abuse. Few writers portray what British colonial policy was, and what it was not. It's like hearing one side of the story.

But because the American side of the story is very weak, (weak because it was a manipulated conflict, like the Vietnam War), the American textbooks like to portray the colonists as universally against Britain. The Amer. Revolutionary War wasn't any more popular than the Vietnam War. Two thirds of the people in the 13 colonies were not in favor of it. One third of the colonists fought on the British side, and one third decided wisely just to stay neutral and mind their own business. The northern colonies (now Canada) completely rejected the revolution.

If it hadn't been for Masonic connections in the French government who finally intervened to bring France and Spain into the war, the Americans might never have won. The fact is Yorktown was a defeat but not a decisive military defeat. Two large British armies remained in the field, and the large cities were secure in their control. The book *The Temple and the Lodge* is the first book this Author is aware of, which goes into the historical details of how the British Generals who were Masons, contributed to the American victory. The victory was not so much won by the colonists, as it was given them by lack of British enthusiasm.

Patrick Henry's speech to the Virginia House, Ethan Allen's famous phrase "in the name of the Great Jehovah and the Continental Congress", are two of the pure myths that are told about these men. What was written by Thomas Paine as political propaganda, his *Common Sense*, is taken by some as the gospel truth. The Freemason and itinerant whose name was Mason Locke Weems (1760-1825) was according to Masonic and other sources the man who invented the George Washington and the Cherry Tree story.

Let us be historically accurate. The Boston Massacre was not like the American textbook image. What happened was typical of what has happened whenever troops are doing police work, and are being abused by a crowd. By the most accurate accounts, what happened was that after throwing rocks, oyster shells, and abuse at the soldiers someone in the mob yelled a taunting "fire", and the soldiers (as soldiers obediently and automatically do under attack) fired. This is not to justify the soldiers, but perhaps it will dispel the myth that this unfortunate incident was the result of a policy of oppression. It does show that history repeats itself under similar circumstances (Kent State to name just one of many failures of soldiers to be police). If this seems unfairly Pro-British, let me point out that many leading colonial leaders of the future Amer. Revolution were sympathetic to the soldiers side and not the mob's. John Adams, future U.S. President, along with another famous future Revolutionist defended the soldiers in court.

If the myth of the textbooks are right that it was British colonial oppression that caused the "Boston massacre", I would suggest that their authors should, to be consistent, advocate another revolution since Kent State.

Towns and cities where Masonic Lodges existed during the American Revolutionary War period from 1775 to 1789 are indicated on the map. Because the colonists in Washington's army came from different colonies, Washington used the Masonic lodge to wield his troops into a closer knit body of men. Military lodges were very numerous within the multitude of types of troops engaged. The book Temple and the Lodge tells the story of how the British Mason Generals followed orders, but showed little initiative in actually defeating the colonists.

The Revolution was basically a Masonic show, with most of the Revolutionists' initiatives and directives coming from Masons. To argue that Masons were on both sides, therefore they could not have been the initiators of the war, is as ludicrous as arguing that the Vietnamese were on both sides of the Vietnam war therefore the Vietnamese didn't initiate and plan it. The Vietnamese began their war even during W.W. II, and the Masons began their revolutionary planning even before Nathaniel Bacon, who the New Age Magazine (Apr. '64, p.43) calls "a great lover of freedom."

**Masonic Lodges
during the
American Revolutionary War
Period**

(excluding
the numerous mobile
military Lodges of the
Brit. , Amer. , & French forces)

Map by Fritz Springmeier



Because Christian views have been relegated to the trash heap, we don't hear the rational voices of great Christian leaders of that American Revolutionary time period who suggested peace, proper obedience to authority, and that greed is evil.

It is true that there were disagreements on how things should be done, between the colonists and Britian. There are major disagreements between Alaska and Washington,D.C. on how Alaska should be run. One poll showed a majority of Alaskans in favor of sucession. How would most American's feel if Alaska left the U.S.?

The goal of Illumined Masonry was to destroy all monarchies. To directly attack the institutions of Monarchies in various nations was difficult, because the only model the people had was to reestablish another monarchy. The United States was designed as their model, upon which the French and other revolutions would draw upon. There are numerous hints that Great Britain and the United States were from the time of the Revolution, intended to become the seat of world power. The Monroe Doctrine actually was not to protect the Americas, but in actual practice, protected the British American Empire. For instance, the establishment of British claims to Islas Malvinas were not contested by the U.S. According to Prof. Quigley, the force that backed up the Monroe Doctrine until W.W. II was the British navy.

The sucess of the American Revolution was helped by the support of certain churches. Certain ministers, such as Isaac Backus, the leader of New England Seperatist Baptists, and their inflamatory sermons did more to help create revolutionary fervor, than some of the other items indicated in the textbooks. Whether one chooses to call this "Christian" support or not, it was an important factor. The narrow meaning of Christian is Christ-like, and supporting war is not Christ-like. This does not remove the divine aspect to the creation of the United States. It just means God did not call for men to kill each other.

Although the idea that the United States was created a Christian nation is often based on shoddy history and myth, that does not mean that God wasn't involved in its birth and history. Because the Christian, religious and spiritual side of history is blacked out of the system's approved history, it is difficult for people to appreciate the great role the United States has really played in the spiritual affairs of the world. The United States through its people have been part of God's plan for victory. According to Scripture, God has permitted all of this to happen, no matter what the surface appearance, it is his conditional will. Nor has American simply been an evil nation. In some parts of the world, where the American government is hated, Americans are still loved, because foreigners appreciate the American people.

The God of the Bible can use the American people. He has indicated in his Word that a purifying fire is used to refine his people. Judgement begins at the House of God. The American Christians, if refined like Uranium to get the isotope 235, can be as powerful in God's hands, as refined Uranium in a nuclear bomb. Because God wants to do great things with America, it is to be expected that a great purifying fire will be allowed. Communism was turned by God into his instrument of purification. Why does he do such a thing? I'm sure if people would repent, he could work with less drastic measures. But the American Christians are largely deaf to calls for repentance, they are insisting on stronger measures. The Christian view of history will be one where the power of God is seen manifesting itself along side the free will of man. God is attracting mankind to him, without coersion. He also has set in motion events that will result according to the Bible in victory for Good and for God. Therefore, it is proper for Christians to see God's presence at work during the American Revolution. However, let the historical chips fall where they will, the American Revolution was an act of disobedience to a legitimate Authority, and was planned and directed largely by Masons. When a textbook writes, "THE

COLONIES WIN THEIR FREEDOM", it paints an illusion. The people in Canada and Great Britain did not rebel against authority, throw someone else's cargo of tea in the sea, and they are heralded today as great bastions of democracy and freedom. Christ stated that true freedom is the freedom from sin he alone can bring. Christians need to return to Christ's teachings when they attribute freedom to any other source but Him alone.

How many observers of drug addicts realize that living in the United States is not a guarantee of freedom, living in Christ is. (In a few years, the New World Order will unintentionally teach Christians this lesson.—Author's opinion)

ANOTHER SAMPLE FOR HISTORY LOVERS

Perhaps I can indulge the reader with one more sampling of history that he or she will not read in the textbooks. This following information comes from my manuscript/research notes for a book which, like this one, I did extensive research and work on, but has never been published. The reader can skip over this part if he is not interested in how the history books are inadequate. What I will be demonstrating is just one area of history of many that the facts and events of history are not being taught. These facts may seem trivial, however after this next example from history, we will discuss why these seemingly trivial facts are important.

The part of history I want to draw your attention to concerns the Czar of Russia and his willingness to help save the United States during the Civil War. The Czar of Russia was aware of European interests (the International Banking House of the Rothschilds) to split the United States into two countries. The Czar moved his Pacific fleet to San Francisco to protect the United States.

This is easy to state, but the significance of the Czar's move must be lost to most readers because the history books have to a great extent not only ignored his help, but also the crucial role the Far Western United States played in the Civil War. The far west at that time consisted of the states of California and Oregon with the rest of the continental U.S. having territorial governments. The statehood of Nevada was rushed through by the Lincoln administration for political motives during the war in 1864.

The important part the West had in the outcome of the American Civil War has been by and large ignored. This may be due to the bias that the Eastern establishment has for concentrating on events in the East. Most Civil War historians have concentrated their efforts on the East, even when they speak of the "West" in their books, they refer to the mid-west rather than the far west. Further, the establishment historians do their best to avoid topics that would expose the machinations of the Rothschilds and the real politics behind wars and events.

Let us see the details of how protecting San Francisco and California could have saved the Union, and prevented a Southern victory, and examine this help of the Czar's fleet to the U.S. that was celebrated in California during the war.

Prior to the Civil War, men like the Rothschilds in Europe schemed to bring the U.S. under their economic dominion. The discovery of gold in California, and precious metals throughout the entire western United States helped bolster the United States economically, which in turn helped the U.S. stand on its own two feet against the Europeans. The Rothschilds were not the only ones to see how important the gold and silver fields were. On Jan. 19, 1861 while the South was still in the early stages of seceding from the Union, before a Confederate government had even been formed in Montgomery, AL, Lincoln's government in Washington, D.C. found out that a rebel expedition was waiting in Mexico to capture the California gold steamer that sailed from San Francisco to Panama with the gold that the western U.S. produced.

The vast amounts of California gold and silver were shipped on gold steamers that ran from San Francisco to Panama. During the Civil War these precious metals were the real money that kept the United States government going. The Comstock Lode's value to the U.S. during the war was 52 million dollars (dollars values according to the 1860 values). Idaho's mines provided Lincoln with 114 million dollars. Colorado mines furnished another \$52 million. In all the United States' federal government spent \$5,000 million to fight the Civil War, which was about the amount of the whole country's gross national product in 1860. U.S. Greenbacks were printed which lost most of their value compared to real money (gold and silver coins.)

Further, California raised much money privately for the war, along with providing 16,000 U.S. troops, a good number of which were transported to the east. On Sept. 19, 1862 Californians donated \$100,000 in gold for the war, and two months later an equal amount was sent east to relieve the sick and wounded. Of a total of \$5 million collected for the troops by the Sanitary Fund in the North, one-fifth was donated by Californians. A sack of flour which Californians enjoyed selling and reselling to raise money for the war, grossed \$275,000 in returns for the war effort.

In the Pacific, the grand american whaling monopoly brought home an annual average catch worth 8 million dollars. The 70 Pacific whaling ships sunk by the Confederates in the Pacific hastened the demise of the whaling industry already hurt by the discovery of oil petroleum in 1859.

Further, California served as America's outlet for trade to the Far East.

CONFEDERATE ASSETS

At first glance it might seem that the Confederacy had no assets to threaten the West. Actually, the reverse might be stated, the U.S. had little assets to defend the vast land mass of western United States and the Pacific. Over 1 million square miles of land in the west in 1860 were divided up into 5 military departments, TX, N.M., UT, OR, and CA. The Secretary of War reported that on June 20, 1860 12,984 federal troops were stationed in the west. Most were withdrawn east and replaced with new recruits, the majority of which came from California. The gold steamers were vulnerable like a child with candy, the U.S. Pacific fleet consisted of only a few ships.

VULNERABLE PROBLEM SPOTS

In 1860, the British had moved thousands of troops and naval forces to British Columbia. During the Civil War, there were periods when it was uncertain whether Britain would stay neutral or help the South. South of California, France moved troops into Mexico and took over. The French cooperated with the Confederacy. The French and Confederates even conducted several joint military operations. The Confederates established (military) recruiting stations along the U.S.- Mexican border south of California and Arizona, which federal troops during the war led several expeditions to shut down. The Mexican population in California were not loyal to the U.S. government, because their lands had been stolen by Americans during the gold rush, and their age old titles to the land ignored by the American legal system. Remember, that California had been captured recently from Mexico during the Mexican War. Utah was settled by Mormons, who at the time were in a state of hostility toward the U.S. government. U.S. troops had to be stationed in Utah throughout the war. Earlier the Mormons had successfully engaged army troops. The Indian tribes in the Western territories and Oregon were itching to fight.

During the war, southern agents would visit most of the Western tribes to encourage them to go to war. On September 10, 1861 orders were found on dead confederates at the Quapaw Agency revealing the south's intentions to enlist the Plains Indians. This was just one of many incidents where Confederate agents taking weapons and encouragement to the Plains Indians were discovered. Another essentially unknown incident along this line was when 22 Confederate officers on their way to incite the Plains Indians to rebel were caught on the Verdigras River in Kansas and wiped out. Because of the vulnerability of the U.S. forces, Confederate military aid, and many other factors coming together many of the civilized and the wild Indians attacked the US Army during the Civil War. Some tribes were directly recruited into the Confederate Army. The Choctaw, Chickasaw, Cherokee, Creek, Seminoles, and some Apaches joined the Confederate Army. The Apaches, Arapaho, Cheyenne, Kiowa, Sioux, Snakes, Shoshones, Madocs, Black Kettle and Satanta went to war with the U.S. Army on their own. They were greatly outmatched. The civilian population of the west consisted of many foreigners and southerners so that although the majority of the western population were unsympathetic to the idea of southern secession, they also had little interest in fighting against the South. California was the most loyal U.S. area, and it harbored powerful latent desires to form its own country and had some strong pro-Southern districts, especially in southern California.

Considering the circumstances just presented, it is easy to see how naval and land forces of the Confederacy could have possibly 1. captured the gold steamers, 2. captured and successfully governed parts of the West. It was also possible that French and British forces had they entered the war could have taken the Pacific region. France and Britain were already under the influence of the Rothschilds and had strong Masonic governments in place.

The key point in California was San Francisco harbor, which carried on a large amount of commercial activity. Pro-Union Californians were very thankful when the Russian Pacific fleet made San Francisco their home base. The Russian Fleet had instructions to engage in war to protect San Francisco if the occasion called for it. Besides the Russian Fleet, the U.S. iron clad Camanche made it to San Francisco which after sinking and being raised by divers was finally launched in late 1864 and put into service in May, 1865. Troops occupied Santa Catalina island to prevent the South from using its good harbor. Ft. Stevens was built to guard the Columbia River.

CONFEDERATE NAVAL EFFORTS IN THE PACIFIC

Numerous confederate plans were made to outfit ships in the Pacific into warships to capture the gold steamers, but most never got beyond the planning stages. U.S. government officials stopped several, and British officials stopped several attempts in Victoria, B.C. One attempt to seize the U.S. revenue cutter Shubrick was stopped before it reached Port Townsend. Two attempts by groups of confederates wearing civilian clothes to hijack the gold steamers failed.

The Confederates did manage to outfit one small schooner into a warship, the J.M. Chapman, but it was seized by an American warship in San Francisco harbor before it could do any harm.

The fear of the confederate CSS Alabama never developed into a real threat. Another confederate raider the CSS Shenandoah however was a serious threat in the Pacific. The Shenandoah was moving to attack San Francisco when it learned in July, 1865 that the war was over. The Official Records of the Union and Confederate Armies are full of dozens of reports concerning confederate privateers in the Pacific. The threats of any substance have already been mentioned.

CONFEDERATE ARMY EFFORTS IN THE FAR WEST

One third of California was estimated to be pro-South. Two secret organizations, the Knights of the Goldern Circle and the Knights of the Columbia Star, were loyal to the South. Their California numbers were estimated at over 20,000 for the first group and 30,000 for the second. Their presence in California required US troops to guard important locations throughout the state. The Knights drilled and schemed. Their big plans always failed, such as to take over the mint and the San Francisco arsenal. In Oregon, they schemed to take over the capital Salem and Fort Vancouver in WA. Their biggest plans, for which they collected arms and drew up plans for was the conquest of California in 1865 in conjunction with Confederate troops which were heading for California from Texas. The offensive was in its early stages in western Texas when the war ended.

The 1865 offensive was to follow in part the route of the 1861-62 Confederate offensive which had taken over most of Arizona and New Mexico. Troops from California ran into the Southerners near the Pima Villiages (in what's today Ariz.) and drove the Confederates out of Arizona back into Texas. The Confederate offensive failed in large measure due to the antipathy of the Hispanic population in New Mexico to Texans. The 1862 invasion was not seen by the locals in the context of North vs. South but Texans vs. Hispanics and the New Mexican population rather than help the Confederates opposed the Texas Units. If the Confederate Trans-Mississippi War Dept. had been able to shift Confederate troops from another state to carry out the attack it may well have gotten the popular support it needed in New Mexico. Volunteer troops from Colorado played the major role in defeating the confederate forces in the "Gettysburg" of the West at Glorieta and Apache Pass.

The Texas Rangers were incorporated into the Confederate Army. A group of 42 Confederate led by a Texas Ranger that were moving through Colorado 200 miles SE of Denver were captured in Sept. 1861. In 1862, 7 Confederate officers that went to Colorado to recruit a southern regiment were wiped out by Osage Indians working with Federal troops. Although basically under Federal control the Wild West was indeed still a wild place, and it was vulnerable to southern activity.

WHAT IS THE SIGNIFICANCE OF THIS INFORMATION

In summarizing this little report on the Civil War, the purpose of the report was to illustrate further the inadequacy of modern history textbooks. The worst are at the lower levels. As the student progresses the textbooks get a little better, but for the student "as the twig is bent so it grows". His or her frame of reference is warped from the start so that even if the young person encounters facts exposing the Power's conspiracy there is no way to assimilate it. We just discussed a very important aspect of the Civil War which involved the Rothschilds, the Czar, and the Confederate/European threat to California and the financial capability of the U.S. to wage war which is ignored by the textbooks. In itself it simply a small portion of human history, and a collection of what may seem to be trivial facts. However, let me explain how this affects you and I.

First, the Power's establishment removed God and the Lord's spiritual dimension from history. Next, they removed all realistic analysis of events, so that things became random events. For instance, why did the Indians revolt? Random events. Why did the Czar sent his fleet? a random event. They most likely are not going to directly tell us they are random events, they simply don't give us any real analysis, and allow us to assume they are random events. History just happens we are led to believe. Politicians and other leaders are simply trying to guide events like riding

a bucking bronco. The U.S. just stumbled into war. It was only an accident that some men made millions off the Civil War, and that they just happened to be ready to profit from it. Event A has no connection to Event B. Lastly, after taking away analysis of why and how events happen, they have begun taking away facts. Without facts we will not be able to make proper analysis, without any analysis, we will not know where we have been or where we are really going, and finally without God we have no hope. They have us where they want us.

This Author has observed today's history classes. Today it is popular to have the students spend their period chattering their opinions on history. However, without facts all their discussions do is to reinforce ignorance. Students are being told facts are dry, and useless; and facts are, without analysis. When I was invited to a history class to speak on the Civil War the students were very interested to learn that contrary to the Constitution we have paper money, and that being issued not by Congress but by a private bank. This was proof to me that with analysis showing people how they are participants in a Conspiracy directed against them history comes alive.

1. The Oregon Voter, Portland, OR, July 15, 1922, p. 34f.
2. See the Catholic Civic Rights Association booklet "Twenty-Four Reasons Why You Should Vote Official Ballot 315, 'No'". There is also a mimeographed form which contains an oath that the signatory was a signer of the petition and had been misled by those gathering signatures for the petition. These sheets were circulated by the Lutheran Schools Committee and they received some signatures from people who felt they'd been deceived.
3. Ibid.
4. Nitz, Carl F. (unpublished paper) "The Compulsary Education Bill", p.8f
5. The Official Affirmative Argument in Proposed Constitutional Amendments and Measures, 1922, p.23.
6. Paid ad appearing in a number of Oregon newspapers in 1922.
7. Ad paid for by Malcom, 33 degree, Masonic Inspector-General in Oregon.
8. The Freemasons have had a goal of a One-World-State from their inception. The following three quotes are from 3 different times and are a sampling of the type of anti-national statements Masons have uttered.
1848- "The Republic exists in Freemasonry. If the Republic does as the Freemasons have done, it will become the glowing pledge of union with all men, in all parts of the globe, and on all sides of our triangle." (Jewish Mason Adolphe Isaac Cremieux as recorded in Di Gargans, Michael. Irish and English Freemasons and their Foreign Brothers, p. 55)
1929- Freemasonry—"Whence and Whither?"
"Has Freemasonry, then, a spiritual conception only? Is its objective but the solidifying into a beautiful Utopia the wonderful Infinity of the First Cause and the kaleidoscopic finiteness of its mortal, human creatures? Is its mission solely directed to the establishment of the long-heralded and hoped-for Kingdom of the Brotherhood of Man?...The Masonic Order is held to be the greatest force of constructive initiative in existence, "(The New Age, Sept., 1929, p.549.)
"Studying the League of Nations under its different aspects we are led to draw the logical conclusion that it is a Judeo-Masonic achievement." (Miller, Edith S., op. cit., p.640)
9. Nitz, op. cit., p.7.
10. The Daily Journal, Portland, OR., June 16, 1922; The Torch, Valparaiso, Ind., July 15, 1922.

11. Roberts, Allen E. *Freemasonry in History*. Richmond, VA.: Macoy Publishing & Masonic Supply Co., 1985, p.261.
12. Author's research.
13. Confidential source.
14. *Oregonian*, March 17, 1991, Sunrise ed. front page, and p.A26.
15. *ibid.* p. A1.
16. *Basic American Ideals*. Washington, D.C.: The Supreme Council 33 Degree A & A Scottish Rite of Freemasonry Southern Juris., 1967, p.41.
17. *ibid.*, pp. 33-35.
- 17a. *The New Age*, June 1962, p.54.
18. See Wright, Erminie King. *The Public School Monopoly*.
19. Sutton, *America's Secret Establishment*, p. 104 quoting Rex Myles, *Brotherhood and Darkness*, p. 347.
20. "A Declaration Of Interdependence: Education For a Global Community," A Summary Report of the NEA Bicentennial Program (June 26, 1976), Wash.D.C: NEA.
21. NEA Fact Sheet quoted in *Education For a New World Order* by Michael Llyod Chadwick, ed., *Freeman Digest*, 9/1978, p. 1
22. A Summary Report of the NEA Bicentennial Program (June 26, 1976)
23. Kierstead, Fred, Jim Bowman & Christopher Dede, *Education Futures: Sourcebook I*. Wash. D.C.: World Future Soc, 1979, p.3.
24. "Meet Lamar Alexander", *NEA Today* (May/June 1991) Wash. D.C.: NEA, p. 9.
25. Author's notes.
26. Dermen-Sparks, Louise and the A.B.C. Task Force. *Anti-Bias Curriculum; Tools for EMPOWERING Young Children*. Wash. D.C.: National Association for the Education of Young Children, 1989, pp. 90-91.
27. Video "Gods of the New Age" showed a clip of a gifted class and PE classes involved in these pagan religious activities.
28. "The Mysticism of Carl Jung", *The Rosicrucian Digest* (July, 1970), San Jose.CA: Supreme Grand Lodge of AMORC, pp. 269-270.
29. *ibid.*
30. DeParre, Paul. *Ancient Empires of the New Age*, p. 28
31. A Psyc. Instructor of this Author expressed this. *Ancient Empires of the New Age*, p. 30 also mentions this and gives secular and Christian sources that are also saying this.
32. De Parre. *Op Cit.*, p. 29.
33. Denslow, *10,000 Famous Freemasons*, Vol. IV, p. 307. For a non-Masonic source see also Wallechinsky, *The People's Almanac*, p. 113.
34. Quigley, Carroll. *Tragedy and Hope*. NY: The Macmillan Co., 1966, p. 68.

BOOKS RECOMMENDED FOR FURTHER STUDY:

Like *Lambs to the Slaughter* by Johanna Michaelsen. Johanna has an exceptionally good grasp of what is happening. She brings together her personal knowledge along with excellent research to expose what horrible items are in store for children should the occult movement carry out their plans. She exposes Saturday morning cartoons, New Age games like *Dungeon and Dragons* and what is happening in the classrooms, just to name a few examples.

The Unseen Hand by Ralph Epperson. This is an historical introduction to the Conspiratorial View of History. Ralph is succinct and covers a lot of territory in his book. Of the various books that attempt to introduce people to history and how the Conspiracy has been involved in history this is the best this Author has seen.